

From: [Ethnic Studies Now](#)
To: [HSSframework](#)
Subject: re: CA-HSS description of Ethnic Studies
Date: Thursday, March 31, 2016 11:14:08 AM

Greetings CDE History-Social Science Subject Matter Committee of the Instructional Quality Commission,

As the end of March and beginning of April is upon us, with warm regards, we are writing to follow up about our February 29th submission, in hopes that you may provide us an update, about being able to explicitly include our four recommended core concepts in the revised CA-HSS description of Ethnic Studies, and in your advisory report to the State Board of Education.

We would also like to thank you for your foundational work in the Ethnic Studies course description within the California History-Social Science Framework; there were many great ideas present in its formulation for Field Draft 2, that showed you and/or your consultants were familiar with and respectful of the field of Ethnic Studies, thank you. Though we drafted a great deal of feedback and a more comprehensive report, for our executive summary we chose to focus on the four geo-historical macroscales of: a) Indigeneity/Roots, b) Colonization/Dehumanization, c) Hegemony, and d) Regeneration/Transformation/Social Justice. These four core scales/concepts are imperative to consider in Ethnic Studies courses, and though your Field Draft 2 implied these concepts in different ways, with perhaps a dimension of scale "d" being the most clear, all four need to be explicit in the course description, and this may be accomplished in one to two sentences if necessary.

The formalizing of these four core concepts as one cohesive model are based on over 40 years of work in the field, were recently noted at the 44th annual National Association for Ethnic Studies Conference March 17-19th in Tucson, Arizona, are included in a forthcoming seminal two-volume set in Ethnic Studies (Praeger/ABC-Clío), and also are present in a submission for a forthcoming publication by the California Council for the Social Studies. The power of these concepts has been proven in the classroom, and their inclusion is backed by leading California high school Ethnic Studies (ES) educators, including from the state's leading ES program in SFUSD, as well as teachers in LAUSD, SCUSD, SDUSD, and districts across the state.

Furthermore, the hundreds of signatories in support of making these four core concepts explicit in the framework, include several Professors Emeriti of Ethnic Studies and leading scholars in the field throughout the country, as well as various representatives from community based organizations such as the Los Angeles City/County Native American Indian Commission (including representatives from many American Indian tribes across the state), Asian Americans Advancing Justice, Association of Mexican American Educators, League of United Latin American Citizens, and Black Lives Matter, and representatives from various culturally based university and college student organizations. Indeed, even the authors of various texts that are currently utilized and will be utilized in various Ethnic Studies courses throughout the state are supportive of including these four core concepts and are listed as signatories (e.g. Rodolfo Acuña for Mexican American Studies, Roxanne Dunbar-Ortiz for American Indian Studies, to leaders in multicultural education for decades including Sonia Nieto, Christine Sleeter, Angela Valenzuela, and leaders in critical education including Jeff Duncan-Andrade and Ernest Morrell, and many more, including representatives from our state's leading universities, from UC Berkeley, Stanford, USC, UCLA, and other UC's and Cal States where exemplary work in the field of Ethnic Studies is also happening). The level of support received for the inclusion of these four core concepts spoke volumes to us, and we hope the level of support is significant to you as well. We are following up to humbly implore that these four concepts explicitly be noted in the framework; a simple one-two sentences could suffice to at least help educators realize that these concepts and academic language must be considered in high school Ethnic Studies courses, for instance:

"Students in Ethnic Studies courses understand the concepts of a) Indigeneity/Roots, b)

Colonization/Dehumanization, c) Hegemony, and d) Regeneration/Transformation/Social Justice, as related to history and communities of color, and as related to their own historically situated identities as human beings."

Our executive summary elaborated upon the concepts further, however, the single sentence above may suffice for the actual framework if necessary. We have also drafted longer documents with more detailed elaboration, and many more concepts and academic language of the field of Ethnic Studies, but focused on these four, due to both their power and conciseness. If you like, we may also provide you with additional sources and resources, and if you and/or your current collaborators would like to directly work with us in finalizing this course description before submission to the State Board of Education, to take it to a higher level of more comprehensive scope (such as the *Modern California* course in Field Draft 2), we would be honored to assist in this way. Lastly, our Ethnic Studies Now Coalition's Committee for Curricular Integrity has several high school History-Social Science Ethnic Studies educators/curriculum designers on board who could provide you with examples/descriptions of what these four concepts/scales look like in the classroom, if you think that would be beneficial for us to provide. To us, all of this would be additional and supplemental at this point, our primary concern is ensuring the four core concepts are included in your latest revision (even if in a single sentence at minimum), of such great importance that we chose to solely focus on these four core concepts for our February 29th submission, supported by hundreds of signatories and leaders in the field of ES.

In this final month before your advisory report is submitted to the SBE, we would greatly appreciate an update, and most importantly, your inclusion of these four core concepts in your Ethnic Studies description for the CA HSS Framework. Please let us know if we may be of any further assistance in this matter. With respect and appreciation, we thank you for all of your work on this project, and in furthering Ethnic Studies for the students of California.

Warmly,

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